# Class Piano

**Year at a Glance 2021-2022**

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<th>Duration</th>
<th>Assessed Standards</th>
<th>Big Ideas</th>
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</table>
| Creating    | Recursive| State Anchor Standards: 1, 2, 3, 5, 6, 7, 8, 10, 11 | • Creative ideas are generated and inspired by a variety of sources.  
• Creative decisions are influenced by specific intent in style and mood.  
• Musical intent is communicated through the use of musical symbols and markings.  
• Musicians connect personal experiences and ideas to creating, performing, and responding.  
• The creative ideas and concepts that influence musicians’ work emerge from a variety of sources.  
• Musicians’ creative choices are influenced by their expertise, context, and expressive intent.  
• Musicians’ presentation of creative work is the culmination of creation and communication.  
• To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.  
• Musical and technical studies/etudes can serve multiple purposes.  
• Musical performances are the result of simultaneously combining multiple skills that have been refined and perfected individually.  
• The ability to identify, extrapolate, and isolate specific musical and technical skills from a musical work is integral to refining and improving musicianship.  
• Musicians’ creative choices are influenced by their expertise, context, expressive intent, and feedback from others.  
• Through use of musical symbols and markings composers provide clues to expressive intent.  
• Musicians connect personal experiences, ideas and knowledge to creating, performing, and responding.  
• Creative ideas come from, and are inspired by, a variety of sources. | • How do musicians generate creative ideas?  
• How do musicians make creative decisions?  
• How do composers convey musical intent?  
• When is creative work ready to share?  
• How do musicians improve the quality of their creative work?  
• How do musicians improve the quality of their performance?  
• How does the ability to visually analyze and study a piece of music impact the preparation of it?  
• How does understanding the structure and content of musical works inform its preparation and performance?  
• How do composers generate interest in the listener?  
• Do all warm-ups and exercises have to directly relate to a musical work?  
• Are exercises musical?  
• Are exercises compositions?  
• How difficult should an exercise be?  
• What is the difference between an exercise and an etude?  
• How does structure and form influence musical composition?  
• How do context and the manner in which musical work | Required Assessments:  
• Devise Your Exercise  
• Notation Creation  

**Additional Summative Assessments:**  
• Conversing Character Motifs  
• Programmatic Melody  
• Thematic Melody |
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| Performing  | Recursive| **State Anchor Standards:** 4, 5, 6, 7, 9, 10, 11 | - Creative choices are influenced by specific intent in style and mood.  
- Music can be scientifically engineered to evoke a specific emotional response from the listener.  
- While the perception of music is influenced by personal experience, there are still universal responses to certain elements.  
- Context, setting, and other external stimuli can heighten and intensify the emotional impact of a piece.  
- Understanding instinctual response and scientific rationale behind human emotions can help composers maximize the emotional impact of their compositions.  
- Composers often follow a formula as a starting point for creative composition.  
- Finished compositions are the result of several ideas, drafts, and revisions.  
- Aural skills are an integral skill for composers to continually refine and develop as musicians.  | - How do composers manipulate sound to invoke a specific response from the listener?  
- How do we make meaningful personal connections to music?  
- How do other disciplines, contexts, and daily life inform creating, performing, and responding to music?  
- Do all compositions have to be written down?  | Required Assessments  
- Various Performance Tests and Playing Assessments as determined by the teacher.  

Additional Summative Assessments  
- My Pathway to Progress  

Baltimore County Public Schools  
Office of Music and Dance Education  
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2021-2022
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|             |          |                    | • Performers’ interest in and knowledge of musical works, understanding their own technical skill, and the context for a performance influence the selection of the repertoire.  
• Analyzing creators’ context, and how they manipulate elements of music, provides insight into their intent and informs performance.  
• Performers make interpretive decisions based on their understanding of context and expressive intent.  
• Musicians judge performance based on criteria that vary across time, place, and cultures. | to seek feedback throughout practice and preparation?  
• How do performers select repertoire?  
• How does understanding the structure and context of musical works inform performance?  
• How do performers interpret musical works?  
• When is a performance judged ready to present?  
• How do context and the manner in which musical work is presented influence audience response? | |

#### Responding
- **State Anchor Standards:** 3, 4, 5, 7, 8, 9
- **Recursive**

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|           |                        | • Musicians evaluate their work through application of appropriate criteria.  
• To express musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.  
• Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.  
• The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.  
• Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. | • What criteria do we use to evaluate a performance?  
• How do musicians improve the quality of their performance?  
• How do we judge the quality of musical work(s) and performance(s)?  
• How do individuals develop musical preferences?  
• Who determines the artistic value of musical works? | • Rubric Creation Project  
• What’s The Story?  
• Music Critic |

#### Connecting
- **State Anchor Standards:** 2, 4, 7, 8, 10, 11
- **Recursive**

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<td>• Music activates specific areas of the brain that help imprint memories and moments of strong emotion in our lives.</td>
<td>• How do individuals choose music to experience?</td>
<td>• Music of My Life</td>
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- Musicians connect their personal interests, experiences, ideas, and knowledge while responding to music.
- Understanding connections to varied contexts and daily life enhances musicians’ response to music.
- Aural recognition and identification of musical elements can enhance the listener’s experience, understanding, and enjoyment of music.
- Exposure to music that is deeply personal to someone can facilitate understanding and foster connections between people.
- Musicians connect their personal interests, experiences, ideas and knowledge to creating, performing, and responding.
- Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.
- The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.
- Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
- Understanding connections to varied contexts and daily life enhances musicians’ creating, performing, and responding.
- Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

- How do our personal experiences impact our interpretation of music?
- How do context, setting, and other musical elements impact our perception of intent?
- How do musicians make meaningful connections while responding to music?
- How do the other arts, other disciplines, contexts, and daily life inform responding to music?
- How can music play a part in imprinting memories on our brain?
- How does music bring people together and help form interpersonal bonds?
- Why is music able to instantly trigger a memory or emotion?
- Why is music an integral part of the human experience?
- Does music need meaning in order to be enjoyed?
- How does cultural background influence interpretation of music?
- How is music a universal language?
- How do the other arts, other disciplines, contexts, and daily life inform creating.

### Additional Summative Assessments
- Music in Society
- The Blues
- Woman of Note
- Evolution of Keyboard Instruments
- Diversity in the World of Piano
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